

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-21-01-04-0002

Grade Range : 9-12

Name: Akron High School

Principal: Joseph Lucenti

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	132	160	0
Ungraded Elementary	0	0	0
Seventh	136	129	0
Eighth	138	136	0
Ninth	125	139	142
Tenth	110	121	139
Eleventh	105	101	114
Twelfth	102	114	97
Ungraded Secondary	8	0	0
Total K-12 Enrollment	856	900	492

Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	56	6.5%	63	7.0%	31	6.3%
Black (Not Hispanic)	3	0.4%	4	0.4%	3	0.6%
Hispanic	1	0.1%	1	0.1%	1	0.2%
White (Not Hispanic)	796	93.0%	832	92.4%	457	92.9%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	18	17	0
Mathematics Grade 8	22	17	0
Science Grade 8	20	18	0
Social Studies Grade 8	22	22	0
English Grade 10	20	17	16
Mathematics Grade 10	15	21	16
Science Grade 10	19	19	18
Social Studies Grade 10	22	23	16

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.1%	0	0.0%
Eligible for Free Lunch	71	8.3%	88	9.8%	33	6.7%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.4%		94.6%		96.3%
Student Suspensions	64	7.3%	44	5.1%	39	4.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.6%	8.9%	8.7%
Public Assistance	1-10%	11-20%	11-20%
Student Stability	100%	100%	98%

Staff Counts

Staff	2002–2003
Total Teachers	39
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	80	56	70%	88	73	83%	81	69	85%
Students with Disabilities	6	0	0%	10	3	30%	11	2	18%
All Students	86	56	65%	98	76	78%	92	71	77%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	49	27	1	1	7	7
Percent	53%	29%	1%	1%	8%	8%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
11	2	2	13

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			4		1	
	Entered GED Program*			13		12	
	Total Noncompleters			17		13	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			1		0	
	Total Noncompleters			1		0	
All Students	Dropped Out	5	1.1%	4	0.8%	1	0.2%
	Entered GED Program*	3	0.7%	14	2.9%	12	2.4%
	Total Noncompleters	8	1.8%	18	3.8%	13	2.6%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	37	100%	30	100%	28	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	72	96%	75	96%	65	100%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	7	100%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	1	#	2	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	2	#	20	80%
Science	4	#	2	#	4	#
Reading	0	0%	4	#	11	91%
Writing	3	#	4	#	4	#
Global Studies	1	#	5	100%	18	67%
U.S. Hist & Gov't	1	#	5	80%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	76	96	113	11	11	14
Number Scoring 55–100	71	91	112	7	9	13
Number Scoring 65–100	67	86	104	4	7	12
Number Scoring 85–100	12	56	46	0	1	0
Percentage of Tested Scoring 55–100	93%	95%	99%	64%	82%	93%
Percentage of Tested Scoring 65–100	88%	90%	92%	36%	64%	86%
Percentage of Tested Scoring 85–100	16%	58%	41%	0%	9%	0%
Mathematics A						
Number Tested	0	3	107	0	0	13
Number Scoring 55–100	0	#	103	0	0	10
Number Scoring 65–100	0	#	100	0	0	8
Number Scoring 85–100	0	#	58	0	0	0
Percentage of Tested Scoring 55–100	0%	#	96%	0%	0%	77%
Percentage of Tested Scoring 65–100	0%	#	93%	0%	0%	62%
Percentage of Tested Scoring 85–100	0%	#	54%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	2	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	0%	0%	0%	0%
Global History and Geography						
Number Tested	79	113	120	12	9	20
Number Scoring 55–100	75	110	108	10	8	10
Number Scoring 65–100	68	95	98	9	5	7
Number Scoring 85–100	18	27	41	1	1	1
Percentage of Tested Scoring 55–100	95%	97%	90%	83%	89%	50%
Percentage of Tested Scoring 65–100	86%	84%	82%	75%	56%	35%
Percentage of Tested Scoring 85–100	23%	24%	34%	8%	11%	5%
U.S. History and Government (first administered June 2001)						
Number Tested	101	100	107	10	12	14
Number Scoring 55–100	95	95	106	9	11	13
Number Scoring 65–100	89	84	103	8	8	11
Number Scoring 85–100	37	25	62	2	0	3
Percentage of Tested Scoring 55–100	94%	95%	99%	90%	92%	93%
Percentage of Tested Scoring 65–100	88%	84%	96%	80%	67%	79%
Percentage of Tested Scoring 85–100	37%	25%	58%	20%	0%	21%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	95	129	107	9	17	19
Number Scoring 55–100	95	125	98	9	16	11
Number Scoring 65–100	91	121	97	6	13	11
Number Scoring 85–100	32	34	33	1	2	0
Percentage of Tested Scoring 55–100	100%	97%	92%	100%	94%	58%
Percentage of Tested Scoring 65–100	96%	94%	91%	67%	76%	58%
Percentage of Tested Scoring 85–100	34%	26%	31%	11%	12%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	132	110	138	16	15	16
Number Scoring 55–100	126	104	128	14	14	14
Number Scoring 65–100	120	95	116	11	11	10
Number Scoring 85–100	38	37	49	0	1	3
Percentage of Tested Scoring 55–100	95%	95%	93%	88%	93%	88%
Percentage of Tested Scoring 65–100	91%	86%	84%	69%	73%	62%
Percentage of Tested Scoring 85–100	29%	34%	36%	0%	7%	19%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		52	79		1	0
Number Scoring 55–100		51	78		#	0
Number Scoring 65–100		44	74		#	0
Number Scoring 85–100		7	23		#	0
Percentage of Tested Scoring 55–100		98%	99%		#	0%
Percentage of Tested Scoring 65–100		85%	94%		#	0%
Percentage of Tested Scoring 85–100		13%	29%		#	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	21	18	23	0	0	0
Number Scoring 55–100	21	18	23	0	0	0
Number Scoring 65–100	21	18	23	0	0	0
Number Scoring 85–100	14	10	19	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	67%	56%	83%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	52	74	52	4	3	0
Number Scoring 55–100	52	73	52	#	#	0
Number Scoring 65–100	52	73	52	#	#	0
Number Scoring 85–100	36	55	34	#	#	0
Percentage of Tested Scoring 55–100	100%	99%	100%	#	#	0%
Percentage of Tested Scoring 65–100	100%	99%	100%	#	#	0%
Percentage of Tested Scoring 85–100	69%	74%	65%	#	#	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	89	109	2	2	7	1
Number Scoring 55–100	87	105	#	#	7	#
Number Scoring 65–100	83	97	#	#	5	#
Number Scoring 85–100	63	55	#	#	1	#
Percentage of Tested Scoring 55–100	98%	96%	#	#	100%	#
Percentage of Tested Scoring 65–100	93%	89%	#	#	71%	#
Percentage of Tested Scoring 85–100	71%	50%	#	#	14%	#
Sequential Mathematics, Course III						
Number Tested	85	71	84	5	1	3
Number Scoring 55–100	76	66	75	2	#	#
Number Scoring 65–100	69	63	71	2	#	#
Number Scoring 85–100	38	46	32	0	#	#
Percentage of Tested Scoring 55–100	89%	93%	89%	40%	#	#
Percentage of Tested Scoring 65–100	81%	89%	85%	40%	#	#
Percentage of Tested Scoring 85–100	45%	65%	38%	0%	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	24	100%	14	100%	22	95%
Students with Disabilities	2	#	8	88%	11	64%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	79	79	79	14	14	14	93	93	93
Number Scoring 55–64	1	2	2	1	2	0	2	4	2
Number Scoring 65–84	38	51	43	8	6	6	46	57	49
Number Scoring 85–100	39	24	34	1	0	1	40	24	35
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)